



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

Course: French III

Department: World Cultures

Board Approval	Supervisor	Notes
November 2011	Steve Sarles	Born Date
September 2012	Steve Sarles	Revisions
June 2016	Chris Wilson	Revisions
December 2017	John Bosmans	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Mapping The Francophone World	11	French Cultural Heritage, Art 101, Literary Heroes, Cinema
2	Leisure, Travel & Climate	12	French Cultural Heritage, Art 101, Literary Heroes, Cinema
3	Leisure Travel, & Climate	13	Out of Africa:Immigration/Multiculturalism
4	Work & Careers	14	In Search of Self, Defining Beauty, Personal Health
5	Work & Careers	15	In Search of Self, Defining Beauty, Personal Health
	Marking Period 2		Marking Period 4
6	Personal Relations/Generations	16	In Search of Self, Defining Beauty, Personal Health
7	Personal Relations/Generations	17	Environmental Challenges
8	Personal Relations/Generations	18	Environmental Challenges
9	French Cultural Heritage, Art 101, Literary Heroes, Cinema	19	Freedom, Safety and the Media
10	French Cultural Heritage, Art 101, Literary Heroes, Cinema	20	Freedom, Safety and the Media

Core Instructional & Supplemental Materials including various levels of Texts

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Bon Voyage Textbook (College prep/ADV) Kahoot, Quizlet, Quia, Lingt, French websites, you-tube videos, EdPuzzle, TPR Books like *Ma voiture a moi*, University of Texas online grammar exercises

Time Frame	Weeks 1-2
Topic	
Mapping the Francophone World	
Essential Questions	
<ul style="list-style-type: none">• Where in Europe is France? What other francophone countries are in Europe?• Why is French the official language of 29 countries around the world?• How did France work as a monarchy?• Why did France want to colonize these other countries around the world?• How did the French leave their cultural imprint on these countries besides through language?• How have these countries changed since their independence from France?• How does learning a new language help me to be a global citizen?	
Enduring Understandings	
<ul style="list-style-type: none">• French is one of the most important languages spoken outside of the US, and France plays a key role in the European Union, and in US-Euro relations.• French colonization has left a lasting cultural effect on other countries.• There are vast opportunities to use French in other countries. Being a global citizen requires that I speak more than one language.	
Alignment to Standards	
NJSLs WL. 7.1 IM.A. 1-8 ; 7.1 IMB. 1-5 ; 7.1 IMC. 1-5	

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Learning Activities & Key Concepts and Skills

- Students will be able to identify all francophone countries in Europe.
- Students will be able to compare/contrast cultural differences between those countries
- Students will be able to locate and identify francophone countries in North America, the Caribbean, Africa, as well as island nations and protectorates..
- Conjugate the present tense, regular and irregular
- Review sentence structure: Agreements
- Students will be able to reflect on the advantages of speaking French in the international community.
- Identify the influence of bordering countries on different parts of France.
- Determine what cultural traditions are shared in the entire francophone world today?

- Mapping activities: Placement, identification, description of European countries.
- Listening Comprehension activities
- Picture prompt activities
- Reading activities (Sequencing and paraphrasing)
- Writing activities (colloquialisms to describe locations, relational proximity)
- Video activities (YouTube importance of language acquisition)
- Oral activities : descriptions of different countries' profiles
- Listening activities to reinforce pronunciation and diction
- T-chart pros and cons of bilingualism

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Venn Diagrams/Graphic organizers
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment

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- Quizlet
- Google Voice
- Class participation

Summative:

- Unit Oral and written assessment

Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

- Online assessment activities using Quia, Yabla, and UTex, webquest.

Career Education

21st Century Skills

Interdisciplinary Connections

English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage,

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evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information.
- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google voice to demonstrate oral proficiency.

Time Frame	Weeks 2-3
Topic	
Leisure Travel, & Climate	
Essential Questions	
<ul style="list-style-type: none">● Why do people travel to different countries? What do they expect?● What are some popular French vacation destinations?● How does French law influence the amount of vacation time for working people?● Why is the month of August an economic, political, social and educational block-out time frame in France?● How do vacation habits differ from one Francophone country to another?● What role does weather play in planning a trip? How to measure temperature using metric?● How do you plan a trip from the United States to a francophone country?● Who needs a passport? What happens at customs in a foreign country?● Can the French travel freely to any francophone country?	
Enduring Understandings	

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- Travel habits are influenced by one's culture.
- Vacation habits are influenced by one's culture.
- A country's infrastructure and leisure habits are often interdependent.
- Weather greatly influences travelers' choices and plans.
- There is a certain amount of government control in international travel

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- Throughout the world, there are many francophone travel destinations.
- Within France, there are several popular vacation destinations with international appeal.
- French work laws influence people's choice and time for vacation.
- Amount of vacation time varies in different countries.
- Destination choices vary depending on time of year and weather.
- The French travel via many different forms of transportation.
- Planning a trip involves things that may be uncertain, necessary, and possible.
- Weather events play a big role in planning a trip abroad
- Various news media is used to access weather conditions
- Weather is measured differently in the US than in other countries.
- Identify vacation destinations on a map within France and other francophone countries.
- Discuss personal vacation preferences
- Navigate in airports, train stations, and taxi stations, customs, passport control
- Use past tenses to describe past vacations.
- Convert from Celsius to Fahrenheit
- Choose a hotel.
- Interpret a weather report.

Assessments

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Formative:

- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Quizlet
- Kahoot
- Journal Entry
- Webquest

Summative:

- Unit oral and written assessment

Benchmark:

-

Alternative:

- Virtual class trip to the French Alps and NW Africa. Students will also book a simulated trip online using various electronic tools.

Career Education

CRP4, CRP6- Students will communicate clearly and effectively while also demonstrating creativity and innovation to create a simulated trip to France and present to their peers.

21st Century Skills

Interdisciplinary Connections

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English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will complete a French webquest using their chromebooks.

Time Frame	Weeks 4-5
Topic	
Work & Careers	
Essential Questions	

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- What does the work week/year in France compare to the United States?
- What kind of blue collar and white collar work is available in France?
- What is involved in getting a job in France or Canada if you are American?
- What does unemployment mean? What are unions? What is a strike?
- How does a country's government influence work schedules, job security, salaries?
- How does the educational system in the US affect career choice vs. the system in France?
- What decisions must I make to determine my future career path?

Enduring Understandings

- Work expectations and traditions differ from country to country.
- Career paths are determined at different points during the education process.
- Working in many francophone countries is restrictive by law to Americans.
- There are differences between how the US and France view educational tracking toward vocational training vs. college prep.
- Unions and their right to strike can affect the infrastructure of a country and the quality of life for citizens.

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- The French education system is very different from the American, especially at the high school level.
- High-school graduation requirements differ among countries: the "bac" vs. testing.
- French students are tracked toward their specific career fields beginning in high school.
- There are many similar jobs in the US and France/Canada, but there are challenges to securing employment abroad for an American.
- Unions can play more or less important roles in the everyday life of citizens
- Compare and contrast high-school/college life in France and the United States
- Identify and describe careers/jobs that would allow you to work abroad.
- Defend a pro/con position on an employment issue
- Create advocate/protest media materials to create a position on a work issue.
- The formation of the future tense, regular and irregular.
- Predict your career path, and the educational steps necessary to achieve it.
- Negation in present, past and future tenses.

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- Object pronouns and their placements in French grammar and syntax.
- The interrogative in formal and informal formats.
- Vocabulary activities with Quizlet
- Grammar concepts through oral and written practice
- Electronic and hardcover workbook activities
- Create persuasive media materials to defend a work position
- Search for jobs on authentic French websites
- Search for French-speaking jobs in the United States via job search websites.
- Create a help-wanted ad
- Answer an employment ad in writing, using persuasive writing to sell self.
- Simulate the taking of the French baccalaureate as a national student activity
- Conduct an oral job interview, with Q&A in both employer/employee positions.

Assessments

Formative:

- Do Now Activity
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Google voice
- Teacher observation

Summative:

- Simulated job interview in the target language.

Benchmark:

-

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Alternative:

- Job search for French speaking positions, Student generated help wanted ad, simulated job interview in the target language.

Career Education

CRP4, CRP 10-Students will communicate clearly and effectively with reason during their mock job interview as well as plan education and career paths aligned to personal goals in their job search activity.

21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Interdisciplinary Connections

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Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their

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- learning, growth, and reflection on the key concepts presented.
- Students will use Google voice to complete oral assessments.
 - Students will use their chromebooks and the internet to engage in a job search of professions that use the French language.
 - Students will use Canva to create a help wanted advertisement to present to their peers.

Time Frame	Weeks 6-8
Topic	
Personal Relations/Generations	
Essential Questions	
<ul style="list-style-type: none"> ● Is the family structure the same around the world? ● How do different countries view the importance of extended families? ● How has the heritage of the nuclear family changed? ● How do different countries define “family?” ● How do far-flung families maintain communication and closeness? ● How do cultural and religious traditions help unify or separate families? ● What role does new technology play in keeping families close? ● Why is it so important to distinguish between the formal and informal speaking modes when addressing a French-speaking person? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● The nuclear family does not define the meaning of “family.” ● Family members often live in different households, and even different countries. ● Communication between family members who live apart is aided by technology. ● Extended multi-generational families have different importance according to one’s culture. ● Cultural and religious traditions can unify or separate families. 	

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Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- It is important to recognize, identify and describe different structures for families other than “nuclear family.”
- There are challenges to living in different households (or countries) than loved ones.
- New technology can help create solutions to those challenges through virtual communication.
- There are pros and cons of living with extended, multi-generational families.
- Cultural and religious traditions that can unify or separate families.
- Tolerance and patience are necessary to bridge generational gaps.
- Compare/ contrast family structures, in the United States and other francophone countries.
- Identify all the new types of relatives one may gain in life through lifestyle commitments.
- Create a New Family Tree that focuses on *proximity/distance* to family members.
- Debate pros and cons of living with multi-generational family members
- Retell a family story through age-relevant electronic publishing media.
- Distinguish when to use the *passé composé* vs. the *imperfect*.
- Comparatives and superlatives
- Possessive pronouns
- Create the family you hope to have in the future by creating multi-media rich presentations.
- Investigate the family traditions and celebrations of a specific francophone country’s family.
- Predict what changes you would have to make in yourself if you married into the family.

Assessments

Formative:

- Class notes
- Do Now Activity
- Exit Ticket

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- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet
- Class participation

Summative:

- Family Tree Presentations

Benchmark:

-

Alternative:

- Family tree student presentations, webquest

Career Education

21st Century Skills

Interdisciplinary Connections

Technology Integration

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 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google slides to present their family tree projects.

Time Frame	Weeks 9-12
Topic	
French Cultural Heritage, Art 101, Literary Heroes, Cinema	
Essential Questions	
<ul style="list-style-type: none"> ● Why are people worldwide so strongly attracted French artistic heritage and history? ● What cultural and historic monuments characterize Paris? ● What role did royalty play in the development of French artistic culture? ● What role did war play in the development of iconic structures in France? ● What is Impressionism in art? Who are the great French Impressionist artists? ● Where can these French masterpieces be seen in the United States? ● Who are the great French writers that influence American culture through music and theater? ● What major contributions has France made to the birth and growth of cinema? ● What parts of French history are key to understanding French movie plots? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● All cultures have famous songs and plays, and famous musicians and playwrights who have contributed to the cultural enrichment of their societies. ● Creativity is expressive of the time in which it occurs. 	

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- Artistic expression reflects the events, people, and traditions of the times.
- Historically, class and royalty had an enormous influence on the design of gardens, building, palaces, churches, museums.
- Societies commemorate their victories and losses in war through artistic and creative expression.
- Impressionism is an art style that can easily be reproduced by non-artists.
- The names of French Impressionists are household names in America.
- Some of America's favorite songs and theater pieces come from legendary French writers.
- France played a founding role in the development of cinema.
- Interpreting a French movie often requires some knowledge of French history.

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- French art and design are appreciated worldwide, and influence creative expression in America.
- Many monuments in Paris are global icons that represent past rulers and their tastes.
- Americans and the French commemorate important war events in their country's development through artistic and creative expression in architecture and design.
- France and the United States have shared creativity in some landmarks here and there.
- Impressionism is can be achieved through the use of color and light.
- The music we enjoy often comes from theatrical productions based on French novels.
- France played a founding role in the birth and development of film.
- Historical events greatly influence French cinema.
- Geographic prepositions
- The pronoun y
- The conditional
- Identify by sight iconic Parisian monuments.
- Link the influence of royalty to the lavishness of artistic expression in France.
- Relate the significance of war on national monuments in France and the United States.
- Link the creative efforts between the two countries in cooperative projects.
- Discern by sight an Impressionist painting from other styles.
- Describe major French Impressionist artists.
- Painting watercolors in the Impressionist style.
- Using picture prompts, describe and compare references of cultural icons
- Read about French musical icons and use graphic organizers to summarize main ideas

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- Listen to Les Feuilles Mortes and interpret for meaning
- Watch La Vie En Rose and complete comprehension packet.
- Sing the songs from the movie, “La Vie En Rose” and “Les Choristes.”
- Analyze the musical “Les Miserables” and relate it to French history.

Assessments

Formative:

- Homework assessment
- Teacher observation
- Class participation
- Do Now Activity
- Exit Ticket
- Journal Entries
- Class blog
- Quizlet
- Picture prompts

Summative:

- Unit Oral and Written Assessment

Benchmark:

- .

Alternative:

- Webquest on La Comedie Francaise, Class trip to the grounds for sculpture

Career Education

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Interdisciplinary Connections
VPA-1.2.8.A.3- Students will analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts in France, Europe, and the United States.
Technology Integration
<ul style="list-style-type: none">● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge<ul style="list-style-type: none">○ Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.○ Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.○ Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.○ Students will use Google slides to synthesize and present information.

Time Frame	Week 13
Topic	
Out of Africa: Immigration, and Multiculturalism	
Essential Questions	
<ul style="list-style-type: none">● How has Francophone Africa changed in the last century?● What lasting impact has colonization had in the French-speaking world today?● How does immigration affect the changing face of France?● How does our religion affect our traditions?	

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- What effect has immigration to France from Africa had on French culture?
- What is the role of music and dance in Francophone Africa popular culture?

Enduring Understandings

- Effects of colonization can be seen long after independence has been declared.
- French demographics continue to be increasingly influenced by immigration trends.
- Religion influences cultural practices in all cultures
- Understanding other cultures creates cultural sensitivity and acceptance.
- The influx of immigrants from former French colonies profoundly impacts the makeup of French society and its views on tolerance

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- French culture is still present in many countries in Northwestern Africa due to former colonization.
- Traditional African customs are still maintained to this day.
- Ramadan is the highest Muslim holiday.
- French culture is changing rapidly due to waves of immigration from former colonies.
- The subjunctive to express doubt and uncertainty
- Identify countries in Africa that are Francophone.
- Refer to places or things already mentioned, and discuss events that might happen
- Compare and contrast religious and cultural traditions in the United States and Francophone Africa.
- Explain the difference between Islam and radical offshoots.
- Create and respond to specific questions expressing doubt and uncertainty.
- Interpret the implied meaning of poetry.
- Discuss the importance of family in African culture.
- Discuss events that might happen.
- Discuss going somewhere and leaving from somewhere

Assessments

Formative:

- Do now activity

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- Exit ticket
- Teacher observation
- Skits
- Class discussion
- Journal entry
- Class blog
- Writing assignment
- Oral Assessment

Summative:

- Unir Oral/Written Assessment

Benchmark:

-

Alternative:

-

Career Education

21st Century Skills

Interdisciplinary Connections

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and

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collaborate and to create and communicate knowledge

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Time Frame	Weeks 14-16
Topic	
In Search of Self, Defining Beauty, Personal Health	
Essential Questions	
<ul style="list-style-type: none">● How does teen culture differ in France and the US?● How do my beliefs and moral choices define who I am?● Do people of all cultures express their emotions the same way?● How do I form personal opinions about controversial subjects?● How do different cultures view gender equality and gender identity?● Are the standards of beauty and aesthetics the same worldwide? What is the role of attire?● What differences are there in perceptions of beauty between the United States and francophone countries?● What is the role of diet and exercise in staying healthy and fit in France vs. America?● Comparison of standards and perceptions in personal presentation, body image, and fashion, between the US and various parts of the francophone world. Nutrition, organic movement, food labeling, fitness standards, access to medical care, preventing disease	
Enduring Understandings	
<ul style="list-style-type: none">● French teens identify themselves as a unique social group within the French society, and use language to distinguish themselves.	

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- French teens will fight social injustice.
- French teens manipulate the French language as a method of self-expression
- Standards of beauty and aesthetics are often influenced by culture, and can vary widely.
- Fashion and clothing reflect personal and cultural identity.
- Some cultures view exercise as a competitive sport, and others, as a way of life
- Teens are influenced by marketing and media in their food choices, both good and bad.
- Cultural etiquette hinges on the correct use of informal and formal language

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- Analyze the way teen slang is created in French, and the role North African languages play in its structure.
- Gender equality and gender identity are critical issues for teens in the francophone world, but not all cultures see the issues the same way as Americans do.
- People in all countries and cultures have favorite pastimes that involve exercise or sport, but some see these as competitive sports, and others as, leisure and health-driven activity.
- Differentiate the standards of beauty and aesthetics of Francophone countries to American.
- Graffiti project to compare French and American slang
- Create, and respond to specific questions using French slang.
- Read authentic magazine article about teenage opinion about gender equality and use graphic organizers to summarize main ideas.
- Select a social problem, and diagram all the different elements that influence your opinion, with weights for each category.
- Illustrate the different standards of beauty, aesthetics and modesty in several francophone countries, looking for similarities and differences.
- Listening Comprehension activities
- Practice yoga in French
- Create a typical French menu for a week, and compare it to an American one.
- Debate the pros and cons of organic food, and non-GMO farming.
- Compare marketing tools in France and the US aimed at teens' eating habits.
- Reading activities (Sequencing and paraphrasing)
- Writing activities (colloquialisms to describe locations, relational proximity)
- Video activities (YouTube importance of language acquisition)

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- Oral activities : descriptions of different countries' profiles What are the favorite leisure activities of people in France, and how do they differ from other favorite activities in the United States?
- What is the role of sports in French popular culture, and how does it differ from the role in the United States? People in all countries and cultures have favorite pastimes
- French people see sports more as a leisure activity than a competitive activity.
- Refuse an invitation, express denial and dislike
- Read about French teens and use Graphic organizers to summarize main ideas
- Venn Diagram to compare cultures
- Journal entry describing childhood
- Discuss personal views of tolerance
- Indicate preferences in fashion trends.

Assessments

Formative:

- Homework assessment
- Teacher observation
- Class participation
- Do Now Activity
- Exit Ticket
- Journal Entries
- Class blog
- Quizlet
- Picture prompts
- Venn Diagram
- Reading Activities
- Class participation

Summative:

-

Benchmark:

-

Alternative:

- Student generated presentations on the pros and cons of organic food, and non GMO farming.

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Career Education

CRP 3, CRP4, CRP7- Students will attend to personal health, communicate clearly and effectively with reason, and employ valid and reliable research strategies when creating presentations on the pros and cons of organic food and non GMO farming to present to their peers for discussion.

21st Century Skills

9.3.12.AG-FD.4- Students will research and explain the scope of the food industry and the historical and current developments of food products and processing.

Interdisciplinary Connections

English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to complete oral assessments.

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- Students will use Google slides to synthesize and present information
- Students will access Youtube to view cultural video from Francophone countries.

Time Frame	Weeks 17-18
Topic	
Environmental Challenges	
Essential Questions	
<ul style="list-style-type: none">● What domestic animals are found here and in France?● Which francophone countries hold the most endangered animals, and what are they doing to protect them?● What problems do all peoples face in guaranteeing access to clean water?● What major natural resources are in danger in the francophone world?● Is there equal interest around the world to preservation efforts of the environment?● How does the United States compare to francophone countries in its efforts to protect and preserve?	
Enduring Understandings	
<ul style="list-style-type: none">● Protecting endangered species has to be a worldwide effort.● Efforts must be made to guarantee access to potable water around the world.● A country's dedication to preservation and protection of the environment may vary greatly, depending on its economy, government, education	
Alignment to Standards	
NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5	
Learning Activities & Key Concepts and Skills	

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- Many of the domestic animals in the US can be traced back to France, and other francophone countries in Europe.
- The francophone world is home to many species of endangered animals, particularly in Africa, and in some island protectorates.
- Explain the worldwide threats to people's access to clean water.
- There are several concrete changes teens can make to help protect the environment.
- International volunteerism is a way for teens to help francophone countries preserve their natural resources.

Assessments

Formative:

- Teacher observation
- Class participation
- Reading activities
- Writing activities
- Listening Comprehension
- Venn Diagrams
- Geography Skillbuilder
- Grammar Chart
- Do Now
- Exit Ticket

Summative:

- Unit written assessment

Benchmark:

-

Alternative:

-

Career Education

CRP12- Students will work productively in teams while using cultural global competence to address environmental issues around the globe.

21st Century Skills

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Interdisciplinary Connections

Technology Integration

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 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to complete oral assessments.
 - Students will use Google slides to synthesize and present information
 - Students will access Youtube to view videos on global environmental issues.

Time Frame

Weeks 19-20

Topic

Essential Questions

- Is there a free press in all francophone countries?
- Should there be limits on what the media can satirize?

Enduring Understandings

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- A free press welcomes and defends different and conflicting opinions

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#)

Learning Activities & Key Concepts and Skills

- Compare and contrast the way a news item is portrayed in the media of different countries.
- Listen to news broadcasts in from France and note how voice ranges and emphasis affect emotional reactions.
- Picture prompts: Write straightforward and dramatic headlines.
- Reading activities (Sequencing and paraphrasing)
- Use humor and satire to create a newspaper illustration of a debatable issue.
- Oral debate: Pros and cons of self-defense vs. collective defense.

Assessments

Formative:

-

Summative:

- Persuasive Essay: Why Learn Another Language?

Benchmark:

- Finals Skills (Oral & Written) Benchmark Assessment.

Alternative:

- Student created news broadcast in the target language.

Career Education

CRP2, CRP4, CRP6- Students will apply appropriate academic and technical skills, communicate clearly and effectively with reason, and demonstrate creativity and innovation when creating their news broadcast to present to their class.

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21st Century Skills

9.3.12.AR-JB.3- Students will work in the media center to plan and deliver a media production in the form of a news broadcast.

Interdisciplinary Connections

English Language Arts- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will work in the media center using green screen technology to produce and present a news broadcast to their peers.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary

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- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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